INTRODUCTION
The present chapter of introduction discusses the concept of the study entitled “Impact of Family Climate and Parental Encouragement on Academic Achievement among Adolescents (14-17 years)”. It talks about adolescents which are the unit of information for the present study and their family climate and respective parental attitudes or encouragements and how both these factors are connected to adolescents academic achievement. Apart from introducing to the concepts of the study it forms the background for related reviews and research later. It also provides the platform for the objectives significance and importance of the study. The chapter proceeds under the following heads:

1.1 Adolescence
1.2 Family climate
1.3 Parental encouragement
1.4 Academic achievement
1.5 Significance of the study
1.6 Objectives of the study
1.7 Hypothesis

1.1 ADOLESCENCE

A young person who has undergone puberty but who has not reached full maturity; a teenager. The adolescent grows up to become the adult. The words adolescent and adult ultimately come from forms of the same Latin word, adolescere, meaning ‘to grow up’. A young person, usually between the ages of 13 and 19: teen, teenager, youth. Young,
youthful, adolescent, immature, juvenile, puerile, green; these adjectives mean of, relating to, characteristics of, or being in an early period of growth or development. Adolescent specifically implies the characteristics of those in the period between childhood and maturity.

Erikson (1968) theorized adolescence as a period of identity crises characterized by adolescents active search for a stable sense of self. According to Grotevant (1998) identity formation during adolescence goes a long way in laying the foundation for adult psychosocial and interpersonal development. Adolescence is a chronological period within the life span that involves complex changes in biological, psychological and social functioning. Adolescence is widely accepted as the period of time between the beginning of puberty and adulthood. Hall’s (1904) recapitulation theory stated that adolescence was moving from being beast-like to human. Historical and cross-cultural data indicates that storm and stress are neither inevitable or universal. Piaget (1971) described adolescence as a phase of life beginning in biology and ending in society. In modern industrial societies, the passage from childhood to adulthood is marked by a long transitional period known as adolescence.

Adolescence has been defined in a number of ways from different points of view, as a period of physical development, a chronological age span or a sociological phenomenon. The term adolescence which comes from “grow into maturity” in this sense, is a process rather than a period, a process of achieving the desirable growth, attitudes, beliefs and methods for effective participation in society as the emerging adult and the psychology of the adolescent who is no longer a child, but not yet an adult, is important in the study of human behaviour (Devdas and Jaya, 1984).
Since adolescence is a chronological period within the lifespan that involves complex changes as given by Cleveland Libby (cited at Adolescent Development: A comprehensive approach).

1. **The Biological Components of Adolescent Development:**

   The greatest biological challenge of adolescence is puberty which is divided into three sub-categories:

   (1) Pre-pubescence
   (2) Pubescence
   (3) Post-pubescence

   But physical development does not equate cognitive development or emotional maturity.

2. **The psychological component of adolescent development – Domains of psychological development.**

   (1) Cognitive
   (2) Emotional
   (3) Identity formation

3. **The socio-cultural component of adolescent development:**

   (1) Community norms
   (2) Neighbourhood conditions
   (3) Interpersonal relationships
   (4) Economic and institutional resources

Since adolescence encompasses both physiological and psychological changes. The physical and psychological changes manifest themselves throughout adolescence, varying significantly from person to person and from one culture to other.
Psychological changes generally include questioning of identity and achievement of an appropriate sex role, movement towards personal independence, and social changes in which for a time, the most important factor is peer group relations.

Adolescence in western and our societies tend to be a period of rebellion against adult authority, figures often parents or school officials, in search of personal identity.

Many psychologists regard adolescence as a by-product of social pressures specific to given societies, not as a unique period of biological turmoil. Infact, the classification of a period of life as ‘adolescence’ is a relatively recent development in many western societies, one that is not recognized as a distinct phase of life in many other cultures.

As a transitional stage of human development adolescence represents the period of time in which a juvenile matures into adulthood and since, adolescence is a cultural and social phenomenon, therefore, its end points are not easily tied to physical milestones.

**Characteristics of Adolescence**

Hurlock (1978) designates the years from 10-12 as pre-adolescence, 13-16 years as early adolescence and 17-21 as late adolescence periods. Like every important period during the life-span, adolescence has certain characteristics that distinguish it from the periods that preceded it and the periods that will follow it. These are explained as by Hurlock (2001).
1. **Adolescence is an important period**

While all periods in the life span are important, some are more important than others because of their immediate effects on attitudes and behaviours, whereas others are significant because of their long-term effects. Adolescence is one of the periods when both the immediate effects and long term effects are important. Some periods are important for their physical and some for their psychological effects. Adolescence is important for both. These rapid and important physical developments, especially during the early adolescent period, rapid mental developments occur which gives rise to the need for mental adjustments and the necessity for establishing new attitudes, values and interests.

2. **Adolescence is a transitional period**

Transition means a passage from one stage of development to another which means what has happened before will leave its mark on what happens now and in future. During any transitional period, the individuals status is vague and there is confusion about the roles the individual is expected to play. Adolescent, at this time, is neither a child nor an adult. If they behave like children, they are told to ‘act their age’. If they try to act like adults they are often accused of being ‘too big for their britches’ and are reproved for their attempts to act like adults.

3. **Adolescence is a period of change**

The rate of change in attitudes and behavior during adolescence parallels the rate of physical change. There are five almost concomitants of the changes that occur during adolescence:

*Heightened emotionality*: The intensity of which depends on the rate at which the physical and psychological changes are taken place, it is more in early adolescence.
Second: The rapid changes that accompany sexual maturing, makes young adolescents unsure of themselves, of their capacities, and of their interests. This strong feeling of instability is often intensified by the ambiguous treatment from parents and teachers.

Third: Changes in their bodies, their interests and in the role’s the social group expects them to play create new problems.

Fourth: As interests and behaviour pattern change, so do values e.g.: most adolescents no longer think that a large number of friends is a most important indication of popularity than friends of the types that are admired and respected by their peers. They now give weightage to quality over quantity.

Fifth: Most adolescents are ambivalent about changes. While they want and demand independence, they often dread the responsibilities that go with independence.

4. Adolescence is a problem age

While every age has its problems, those of adolescence are often especially difficult for boys and girls to cope with. There are two reasons for this:

First, throughout childhood, their problems were met and solved in part at least by parents and teachers.

Second, because adolescents want to feel that they are independent, they demand the right of coping with their own problems, rebuffing attempts on the part of the parents and teachers to help them.

5. Adolescence is a time of search for identity

Late adolescence is also referred to as gang age i.e. group standards is for more important to older children than individuality eg:- in dress,
speech and behaviour older children want to be as nearly like their gang mates as possible. The ambiguous status of the adolescents in the American culture of today presents a dilemma that greatly contributes to the adolescent ‘identity crises’ or the problem of ego-identity.

6. *Adolescence is a dreaded age*

As popular belief about adolescent teenagers being sloppy, unreliable individuals who are inclined towards destructiveness and antisocial behaviour has led many adults who must guide and supervise the lives of young adolescents to dread this responsibility and to be unsympathetic in their attitudes towards adolescents. This popular stereotype leads to the belief that adults have poor opinions of the adolescents make the transition into adulthood difficult. By doing so, it creates much friction with their parents and places a barrier between them and their parents which prevents them from turning to their parents for help in solving their problems.

7. *Adolescence is a time of unrealism*

Adolescents have a tendency to look at life through rose – tinted glasses. They see themselves and others as they would like them to be rather than as they are. These unrealistic aspirations not only for themselves but also for their families and friends are responsible for the heightened emotionality.

8. *Adolescence is a threshold of Adulthood*

As adolescents approach legal maturity, they are anxious to shed the stereotype of teenagers and to create the impression that they are near adults. Dressing and acting like adults is not always enough so they begin to concentrate on behaviour associated with adult status – smoking,
drinking, using drugs, and engaging in sex are some examples. They believe that this behavior will create the image they desire.”

**ADOLESCENCE AND FAMILY CLIMATE:**

The women family play and important role during adolescence. Inspite of the rapid changes within the modern family, the home still the most important factor in shaping the behavior of young people. The family climate is significant as it has a far reaching effect on its every member through various experiences and conditions of the family. A healthy home atmosphere and the factors that produce it are very important influences on adolescents outlook for life.

### 1.2 FAMILY CLIMATE

*Family:* The word ‘Family’ has been taken from the Roman word ‘famulus’ meaning a servant. Family is an enduring association of parent and offsprings whose primary function are the socialization of the child and satisfaction of the members. However, to understand the influence of the family on the child, it is important to understand family and its functions. Family has been defined in the Oxford Dictionary as:

1. The body of persons who live in one house or under one head, including parents, children, servants etc.
2. The ground consisting of parents and their children, whether living together or not.
3. A person’s children reared collectively.
4. Those descended or claimed descent from a common ancestry.

A family is a child’s first experience of relationships generally occurs within the family. It is a small intimate group of basic setting
within which most children come in contact with society where they learn how to behave within a society and outside world.

According to Burgess and Locke (1953, as cited at Mitchell, 1968), “A family is a group of persons united by the ties of marriage, blood or adoption constituting a single household, interacting and inter-communicating with each other in their respective social role of husband and wife, mother and father, son and daughter, brother and sister, creating and maintaining a common culture.

Family is the fundamental group of society which provides the natural environment for the growth and well-being of all its members, particularly children. Earlier at one time family was defined as the group of people composed of a man (the bread-winner) and a woman (the home-maker and caregiver) who were permanently tied in marriage and the children that this particular couple had brought into the world. This traditional family was regarded as the bedrock of a stable society and assumed to be the essential context for bringing-up well adjusted children. Today, the nature of family is changing. Marriage is no longer regarded as an essential pre-requisite to family life. Divorce rate has increased rapidly resulting in single parent families. Joint family has been replaced by nuclear family / single parent family.

Children’s physical and emotional status as well as their social and cognitive development greatly depend on how their family operate. The rising incidences of behavioural problems among adolescents demonstrates that some families are unable to cope with the increasing stresses they are experiencing.
Nurturing enables a child to do well at school and later in his career. Parents have a key role to play in the process – (The Hindu Sep 15 2008).

*Family forms:* The many ways of being a family are:

Motherhood, fatherhood, blended, adoptive, two parents, grandparents as parents, incarcerated, cultural and ethnic diversity, singlehood, co-parenting, single parent, biracial, multi-ethnic, same sex, teen-parent, foster, military, relatives as primary care givers, step family, nuclear, extended, childless etc.

*Climate:* A prevailing condition or set of attitude in human affairs.

*Family climate:* Family climate usually refers to the environment, both physical and emotional, and the state of the family whether it is good, bad, dysfunctional etc. (Knapp, 1993).

*Synonyms of family climate:* Home environments, familial support, home life, family life, family stability, family living, atmosphere of family, home condition, family environment, living space, personal space, home setting, living conditions, family atmosphere, home atmosphere, family characteristics, family culture (Knapp, 1993).

Family is the immediate institution an adolescent is familiar with. An adolescent from a family of low SES is more likely to exit from high school before finishing (Ekstrom et al., 1986) and less likely to attend college (Lambert, 1988). Mothers educational attainment is a significant predictor of high school completion (Ekstrom et al., 1986). The effects of mothers education and fathers education as well are due in part to the influence of education on parental expectation in parenting style. Minority adolescents have higher dropout rates. Family structure affects both behaviour problems in school and absences (Dornbusch et al., 1985).
Adolescents in single parent and step family household do not get the emotional support and security and attention and also the low SES which effect their achievement in school.

Regardless of the amount of research indicating that there are negative consequences for single parent families, there is a growing body of literature indicating that there are positive effects of being a resident in a single-parent home. Most importantly, adolescents living in a single parent family as a result of divorce or separation typically fare better than adolescents living in intact families with high levels of conflict. It appears that it is more important to have a harmonious family climate than one that has an intact two-parent status characterized by high levels of conflict.

Mothers employment a common trend diminishes school achievement since a full time company is lacking. If parents set high standards, children exert most effort and their achievement is higher especially in low SES. A varied number of family climates effect the adolescents behaviour and later his career. Exposure to family violence, family relationship skills in adolescents exposed to community violence sibling rivalry and step siblings / older siblings all effect school performances. Types of family joint and nuclear where adolescents become attention deficit. Late marriages have late children therefore there is less connectivity among parent and child and thus a generation gap develops. Due to this generation gap or lack of connectivity adolescents are more associated with other aspects instead of parents such as internet, mass media i.e. Television, Magazines etc. Internet exposure is causing injury to the adolescents through playing games, shopping, downloading music, doing homework. Internet has become a virtual meeting place where teens hang out with their peers to pass time. Adolescent girls hang
out with magazines to read about female issues and how to be attractive and famous among opposite sexes. Television has both positive and negative influences on an individual. Negative influences are damages to health due to sedentary lifestyle, obesity, aggressive behavior, reduction in sleep hours, early onset of tobacco use, early sexual initiation and poor school performances. Although television has some positive influences also as it is a medium for information but the negative influences are more pronounced.

Family as a primary institution has survived through ages but has changed drastically over the years in its structure, functions and characteristics, especially in India. This change in Indian family set-up can be attributed to economic factors (industrialization, urbanization, mobility) or cultural factors (growth of democratic ideals, decline of religious orthodoxy etc.).

Psychologists have consistently proved that the proper development of the child is impossible without a good family climate or home environment. It is the family which provides most of the early environmental influence upon the personality which remains throughout life. It is the greatest socializing agency in all contemporary cultures.

Family as a social unit is an important determinant for shaping one’s mental capacities along with their physical and social structure. The family climate is influenced by a number of factors like the nature of families constellation, number of family members, marital relationships, parental employment and income, sibling relationship and socio-economic and religious background of the family. The family climate possesses a certain consistency by which there is a impact of the same basic values, individuals, material objects etc. on the family members.
Parental influence may not be felt in a specific situation, but the attitudes and ideas repressed day after day inevitably leave their mark. Parental emotional and practical support predicts positive outcomes like high social cognition, better self-esteem and intellectual competence. Positive parenting behaviour protects the adolescents from subsequent substance use and problem behaviour (Cleveland et al., 2005). Close parent-adolescent relationship are crucial for adolescents mental wellbeing, increased communication gap deteriorates their mental health.

A closely-knit, contented family unit is a cherished ideal for adolescents’ sound mental health. Adolescents express themselves better when their parents were warm and more involved in their children’s lives. A warm cohesive family with low level of interpersonal conflicts do a better job of meeting children’s physical and psychological needs than families characterized by high levels of conflict and disengagement from each other. Valuing each other in a family is great, but not enough. Family members who do not spend time together are also disadvantaged, because daily interactions increase the sense of cohesion in the families and provide opportunities for resolving minor conflicts. Crouter et al. (2004) found that families who share more quality time together have much warmer family relationship resulting in better psychological adjustments and thus better academic performances. Family climate is a vast term. It includes various components which individually and collectively affects an individual. If family climate is favourable, it could make an average person into a distinct personality, but on the other hand an unfavourable one could destroy all the chances for success of a brilliant person.
FAMILY CLIMATE AND PARENTAL ENCOURAGEMENT:

As far as family climate is concerned, family offers certain roles, which are interdependent on each other. Out of the long list three relationships are of special importance, they are siblings relationships, parental attitude towards adolescents and adolescents relationship with their parents. Adolescents in search of new role or identity face criticism by parents, family members acts as were spectators and siblings tense them. So, in such as complicated situation it is the parents who need to understand sympathetically and motivate their children with a positive approach and actions. But for many reasons parents are confused about how much authority, leniency and freedom etc. they should exercise. A good level of an adolescent’s adjustment is more dependent upon how he interacts with his parents than any other socializing factor.

1.3 PARENTAL ENCOURAGEMENT

Parents:

A parent (from Latin: Parens = parent) is a caretaker of the offspring in their own species. In humans, a parent is the mother or the father figure of a child (Note: “child” refers to offspring, not necessarily age). Children can have one or more parents, but they must have two biological parents. Biological parents consist of the male who sired the child and the female who gave birth to the child. In all human societies, the biological mother and father are both responsible for raising their young. However, some parents may not be biologically related to their children. An adoptive parent is one who nurtures and raises the offspring of the biological parents but is not actually biologically related to the
child. Children without adoptive parents can be raised by their grandparents or other family members.

**Different Types of Parenting Styles**

Child psychologists like Baumrind (1971) have done extensive research in the area of parenting styles. They have found the methods can be broken down into four main categories: authoritarian, permissive and authoritative (also known as balanced or democratic) and uninvolved. No one style is correct, and many parents will use techniques from all four parenting-styles.

**Authoritarian**

Parents who are authoritarian believe in structure, while not being abusive, they set high standards of behaviour for their children and require obedience. Adherents to this parenting style get little input from their children when making decisions. This style may be good for children with behavioral or conduct disorders because they need structure and authority. However, if this is not the case, the child of authoritarian parents will often have low self-esteem and rely more often on the voice of authority.

**Permissive**

While not being neglectful or careless, permissive parents let their children make many decisions. They use this parenting style to encourage creativity and spontaneity in their children. These parents use reasoning rather than authority when setting limits. This is a good parenting style for withdrawn children, but not for rebellions or aggressive children. This method can sometimes result in immature behavior and an inability to control impulses.
**Authoritative**

The authoritative style of parenting is often seen as the best. These parents are not particularly firm or permissive. They also will set high standards for their children but leave some of the decision-making up to each child. These parents reason with and listen to their children but don’t hesitate to insist on certain behaviors and limits. This parenting style works well with middle-of-the-road children who are neither shy nor aggressive. It helps children develop a sense of independence and self-sufficiency. It is important to know that parents don’t often use one parenting style exclusively. But they do tend to lean-towards one philosophy more. The style that is used to bring up a child must take the child’s personality into account. What may work for one child may not be successful for another child with a different personality.

**Uninvolved**

Parents are overwhelmed by several stresses in their lives and do not have time and energy to spare for their children. As a results, they may respond to the demand of the children, which are easily accessible. In extreme cases, uninvolved parenting is a form of child maltreatment called neglect attitude. It is likely to be characteristics of depressed parents with many stresses in their lives e.g. marital conflict, employment, little or no social support and poverty.

**Encouragement**

Encouragement or fosterage means aiding the development of something or raising someone to be an accepted members of the community. The act of giving hope or support to someone, ‘Boost’!

**Synonyms of parental encouragement:** Parent adolescent relations, parental attachment, parental influence, parental relationship, parental
love, parental support, parent and child interaction, parent child communication, parental attitudes, parent child rapport, parent child discussion, parent child conversation, parent child conflict resolution, parent child dialogue, parental involvement, parental aspirations, parent child understanding, parental expectations, parental permissiveness, parental role (Knapp, 1993).

**Parental Encouragement**

Rossi (1965, as cited in Joshi, Asha, 2001) defined the parental encouragement as an approval and appreciation of their ward's activity when they were satisfied with him in relation to his attainment of education.

Parental involvement and encouragement have influences on academic achievement and success. Discussion and encouragement when children are younger also increase the likelihood of their ultimately graduating from high school (Howell and Frese 1982). Consistency of parental encouragement through the high school years is positively related to attending college but less predictive of attendance of a two year college than a four year college (Conklin and Dailey, 1981). High School dropouts report less parental monitoring of their activities and less discussion with parents (Ekstrom et al., 1986). Parents of dropouts may express their opposition to dropping out but not take any specific action to help their adolescent stay in school (Mahan and Johnson, 1983). Parental interest may be shown by the presence of “Study aids” such as encyclopedias and dictionaries in the home, also related to the likelihood of staying in school (Ekstorm et al., 1986). Number of parents may not be as important as the nature of parenting. Parenting disciplines, control, monitoring, concern, encouragement and consistency are all aspects of
parent-child relationships that have been linked to academic achievement in adolescents. Authoritative parenting style characterized by warmth, interest and concern along with clear rules and limits has positive effects on grades, whereas studies suggest that neglectful styles has most negative effects on grades. Many parents honestly believe that the moment they secure a seat in a good school, their responsibility is over and expect the school to assume total responsibility for their wards. The situation is even truer where both the parents work and have very little time to spend with their wards. The gap between how the children behave and how they should behave is decided by the quality of good parenting. Here is an excellent opportunity for the parents to play their role effectively. The basic attitude and values of adolescents is decided by the number of hours the parents spend with their wards and quality of their interaction. In today’s context, when both the parents work long hours in office they find very little time for the portfolio of parenting. The situation is compounded by the fact that the old Indian joint family system is disappearing and today’s child does not have the benefits of the guidance and counseling of grandparents who can provide extended family support, encouragement or companionship. The situation has become worse with the influence of media and television which strongly influence the mindset of the adolescents.

*Parent-child Relationships*

There are different kinds of parent child relationships, these can be put into different categories. Researchers have found that there are at least four categories which describe the ways that children act and the ways that adults act with the children. Lynette et al., as cited at Provider Parents Partnerships have given certain parent child relationships as:
Secure Relationships

This the strongest type of relationship. A child in this category feels that he can rely on his/her parents and will get support when needed. He knows what to expect. A secure child usually plays well with the other child of his age.

Avoidant Relationships

This kind of relationship is not secure. Avoidant children feel that depending on parents won’t get them that secure feeling they want, and hence they learn to take care of themselves. They seem to be too independent and often get frustrated easily. They have difficulty in socializing and are aggressive at times.

Ambivalent Relationships

Ambivalent means not being completely sure of something. It is a kind of relationship in which a child may be insecurely attached to his or her parents. Ambivalent knows that sometimes their needs are met and sometimes not, so they keep in mind what behavior got the attention of their parents and they use it over and over. Ambivalent children are very clingy and act over-emotional or younger such as, they might baby talk or act like a baby. They love to be the centre of attention.

Disorganized Relationships

In this kind of relationship children don’t know what to expect from their parents. Disorganized children may be very difficult to understand and may seem different from day to day. They sometimes do things that make no sense. Disorganized children usually come from families in which some form of neglect or maltreatment is happening e.g. divorce, a death in the family, or a move. Yet it is important to
understand the family’s culture when we observe relationship. A secure relationship in one culture may look like an insecure relationship in another culture.

**FACTORS AFFECTING PARENT-CHILD RELATIONSHIPS**

*Parental Factors*

Factors such as family conflict and disorder: lack of structure and discipline, disagreement about child rearing. Parental control is too tight. Overprotection is a risk factor for childhood / adolescence anxiety. Marital conflict, divorce or separation: most of the negative effects are caused by disruption of parenting. Involvement of father: the emotional and social adjustments are improved for children whose father participate and play a nurturing role in their upbringing. Father’s involvement is associated with positive cognitive, developmental and socio-behavioural child outcomes. Maternal depression: young children of depressed mothers have an elevated risk of behavioural, developmental and emotional problems. One study found that depressed children who are offspring of depressed parents may be at particular risk for the secondary deficits of depression such as physical dysfunction, pain and disability, anxiety, smoking, drinking related problems and poorer social resources. Parental mental illness, Parental physical illness, Parental alcohol and substance abuse, Re-marriage / step families.

*Social / Environmental Factors*

Major factors include poverty, children in families of social class V are more likely to have a mental disorder than those in social class I families. Neglect and / or abandonment; adopted children or children from foster homes. Residential instability, loneliness, loss of confidence, school problems, withdrawal.
Child Factors

If the child is chronically ill or disabled child, Undiagnosed psychological or developmental problem e.g., attention deficit hyperactivity disorder (ADHD), autism, Difficult temperament of child and clash in parenting style, Fragile emotional temperament of child, Peer pressures.

Family Factors

Specially large families, Family stress: working parents, job dissatisfaction, fatigue, stress and time, household chores, Violence within home, Child sex abuse, Trauma

FAMILY CLIMATE AND PARENTAL ENCOURAGEMENT AND ITS RELATIONSHIPS WITH ACADEMIC ACHIEVEMENT:

It is well recognized that if pupils are to maximize their potential in schooling, they will need the full support of their parents. Parents, the broader family, peer groups, neighbourhood influences, school etc. all are implicated in shaping children’s progress towards their self-fulfillment. Intelligence is not the only determinant of academic achievement. High motivation and engagement in learning have consistently being linked to reduced drop out rates and increased level of students success (Kushman, Sieber, & Harold, 2000). The family is the primary social system for children. Cassidy and Lynn (1991) included a specific factor of the families socio-economic status, crowding, as an indicator of how being disadvantaged effects educational attainment.

1.4 ACADEMIC ACHIEVEMENT

The term “Academic Achievement” is said to be the coinage of the
great Greek Philosopher, Plato, according to whom “Academic achievement means the attainment level, at which a student functions in his or her school task through a regular curriculum in a fixed place to which he named as the academy.” Achievement ordinarily means actual ability whereas capacity means potential ability. Academic achievement indicates how much knowledge and skills an individual has obtained in various school subjects (Mohanty 1988).

*Synonyms of academic achievement:* Academic aptitude, academic ability, academic aspiration, intelligence, achievement potential, educational motivation, academic performance, grade point average, academic status, academic attainment, academic skills, educational attainment, knowledge level, mathematic achievement, reading achievement, etc. (Knapp, 2000).

Academic achievement can be defined as excellence in all academic disciplines, in class as well as extra curricular skills, punctuality, assertiveness, arts, culture and the like. An academic achievement is something you do or achieve at school, college or university in a class, in a laboratory, library or fieldwork. It does not include sport or music. An academic achievement, such as graduating, 1st in one’s class, is sometimes a purely quantitative matter, which having the findings of lengthy, comprehensive research published by a recognized journal is also a notable academic achievement. Being named head/chairman of a particular department at a university is both a professional and an academic achievement.

Since success and failure play such an important role in the development of young people, academic achievement is revealed by grades and promotion. Good grades means ‘success’ and poor grades
means ‘failure’ to the scholars. Grade replacement whether in a ‘slow’ or
‘fast’ section, promotion and marks are the criteria by which children
assess their academic achievement. Success is ego-inflating, failure is
ego-deflating. The international observatory on academic achievement
(IOAA) members use the CRIRES definition of academic achievement -

The concept of academic achievement refers to the achievement by
individuals of objective related to various types of knowledge and skills.
These objectives are socially established based on the age, prior learning
and capacity of individuals with regard to education, socialization and
qualification. Studies conducted on academic achievement notably focus
on student progress and individual, institutional and organizational
factors of achievement, along with social relationship interactions that
determine, facilitate or hinder academic achievement (Crires 2005, Nov.
18).

The world is becoming more and more competitive. The desire for
high level for academic achievement puts a lot of pressure on teachers
and schools, including the educational system in general and on students
in particular. Parents desire that their children climb the ladder of
performance to as high a level of achievement as possible, which puts a
lot of pressure on students. The whole system of education revolves
around the academic achievement of the students. Thus, to maximize the
achievement within a given set of conditions has become the realistic
goal of every education. In educational institutions, success in measured
by academic performance, or how well a student meets standards set out
by local government and the institution itself. As career competition
grows even more fierce in the working world, the importance of students
doing well in school has caught the attention of parents, legislators and
government education departments alike. Although education is not the
only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of the students in schools. Parents care about their child’s academic performance because they believe good academic results will provide more career choices and job security.

It is generally agreed that one of the main objectives of education is to realize the potential of every individual child, however, there are children of all ability levels who for various reasons, fail to reach their full-development and do not attain the scholastic level expected from the majority of their contemporaries. It has been observed that among children of exceptionally high intellectual ability many not only fail to reach the academic level of which they are capable but quite often their school performance is consistently lower that of their average ability peers. This brings us to the terms academic under achievement, over achievement, dropouts.

**Underachievement:** In underachievement the individual is performing below his tested capacity. The under achiever’s performance may not be bad in comparison with that of his classmates, but it is below what he is capable of doing. Some adolescents are general achievers in the sense that their performance is below their capacities in all or nearly all areas; others are specific under achievers working below their capacities in only certain areas and up to their capacities in others. Underachievement is usually an indication of the adolescents dissatisfaction (Hurlock, 1973).

**Overachievement:** An ‘over achiever’ performs above his tested ability. By working hard, by impressing his teachers, with his conscientiousness, or even by cheating he does better than his assessed capacity would lead one to expect. Overachievement would seem to suggest satisfaction with
education or a high level of intellectual curiosity. However, it is associated with personality factors, it comes from conditions unrelated to the school or college situation, such as feelings of inadequacy. Studies of overachievers reveal that their dissatisfaction with education comes from two sources. First, they are not satisfied with their academic work because their grades have not come up to their expectations or the expectations of their parents, and second, they are not satisfied with their social acceptance (Hurlock, 1973).

**Dropout:** Withdrawing from a situation with which one is dissatisfied is a common reaction. Some people withdraw mentally into a daydream world without removing themselves physically. Many more react to dissatisfaction by physical withdrawal. Many adolescents leave schools and colleges before completing the requirements for a diploma or a degree.

Dropping out of school is not ordinarily an overnight decision. Indications of the students dissatisfaction have probably shown up earlier in school phobias and truancy. A child who develops an abnormal fear of a school ‘school phobia’ – never completely overcomes his dislike of school. Typically he will dropout before finishing (Hurlock 1973).

The usual age for boys and girls to dropout of school is 16 years during the eight, ninth and tenth grades. College dropout usually come during the first and second years, often after mid years or final exams. College dropouts are more likely to return to the classroom than high school dropouts because they can go to other colleges where, they hope, things will be more to their liking. It is difficult for high school dropouts to transfer to another school.
**Figure-1: Status of Enrolment and dropout rates in class IX-XII as on 30.09.2003.**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolments Class IX-XII</td>
<td>2.06</td>
<td>1.43</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td>crore</td>
<td>crore</td>
<td>crore</td>
</tr>
<tr>
<td>Gross Enrolment Ratio (Class IX-XII)</td>
<td>42.94</td>
<td>34.25</td>
<td>38.38</td>
</tr>
<tr>
<td>Dropout rate (I-X)</td>
<td>60.97</td>
<td>64.92</td>
<td>62.68</td>
</tr>
</tbody>
</table>


(Report of the Working Group on secondary and vocational education for 11\textsuperscript{th} Five Year Plan (2007-12) Government of India Planning Commission, New Delhi). The status during the 10\textsuperscript{th} plan shows that there were 1,01,777 high schools and 50,272 higher secondary schools/institutions in the country as on 30.09.2004. Out of this 41.05% belong to government and local bodies, 29.35% are private schools receiver government aid and 29.60% are private unaided. There are 41 Examination Boards out of which only two are All India character i.e. Central Board of Secondary Education (CBSE) and Council for the Indian School Certificate Examination (CISCE) with 8,300 (approx) and 1500 (approx) number of schools affiliated to them respectively.

**FACTORS AFFECTING ADOLESCENT’S ACADEMIC ACHIEVEMENT**

It is every parent's desire to ensure that their children perform well in school so that they can pursue a successful career later in life. Every child is different and there will always be some who learn at a much quicker pace than others. The following sections discuss the risk factors such as individual, family, peer, school, and community that influence academic achievement. By considering all the issues together, rather than
individually, we can understand the issues more openly and can plan for further prevention of mistakes at these levels.

**Individual Factors**

Adolescents might not perform well in school or leave school prematurely (dropout) for a number of reasons.

Dropouts have poorer self concepts than their peers who stay in school (Sewell et al., 1981). Dropouts score higher on external locus of control, the feeling that their fate is determined by circumstances that they cannot change (Extreme et al., 1986). Dropouts have less sense of responsibility. Perhaps having low self confidence is the cause of doing poorly in school. On the other hand poor scholastic achievement might cause a negative self-concept, which in turn might precipitate dropping out of school. Recent research supports this view, that improving school performance may improve self confidence. Another factor alienation from school might be due to lack of sense of belonging to the school or lack of interest in school (Mahan and Johnson, 1983; Extreme et al., 1986). Dropouts report less satisfaction and less effort in school, lower participation in extra curricular activities. Behaviour problems in school, starting in elementary grades, are associated with low academic achievement eg: individuals who are highly aggressive in childhood are less likely to graduate from high school (Lambert, 1988). Children who are hyperactive also have problems in school. By the age 17 and 18, they are more likely than other children to either achieve poorly, attending a special school, or dropped out altogether (Lambert, 1988). Behavioural problems can be observed by occurrences of externalized behaviour (eg: resistance, aggressiveness, hyperactivity) or internalized behaviour (eg: anxiety, social withdrawal). The use of drugs and alcohol by adolescents
is negatively related to their academic performance. Since this is a correlational relationship, do definite conclusion can be drawn about drug use as a cause or consequence of academic problems: whether marijuana leads to school problems or whether school problems lead to marijuana use remains unclear. Criminal or delinquent behaviour is also related to school failure (Extrome et al., 1986). Early school problems may be the root of academic failure in high school. Poor performance in school leads to discouragement and ultimately dropping out. Teachers have a key role to play in this problems to encourage and motivate these students who perform poorly and special attention should be given to them. Genes also play a part in influencing a child’s development. If a family has a history of intelligence and academic achievement, chances are the children will follow suit.

*Family Factors*

An adolescent from a family of lower socioeconomic status is more likely to have lower academic achievement (Extrome et al., 1986). Poverty can effect educational outcomes in a variety of ways. Adolescents from poor families are more likely to lack basic academic skills, lack of good academic resources, poorer health and nutrition, a factor that could affect their ability to concentrate in classroom. The stress and lack of social support to parents in poor families may affect parents support for school success and thus children’s intellectual development. Poor families are likely to admit their children in low standard schools which have fewer resources to offer their students. Adolescents in poor families are more often employed to support family and self, which is harmful to school achievement if work hours are long and hazardous (National Commission on Children, 1991). The effects of mother’s education and father’s education as well have a positive
influence on parenting style and parental expectations thereby on the education of children.

Family structure affects both behavioral problems in school and absences. Students who experience family violence or live in single parent families or step parent families are more likely to be absent from school and have lower grades. Students living with both biological parents are more likely to complete high school with good grades. Students from single parent family or broken family face stress and are at risk. Absence of father or mother, both suggest a loss of potential supervision, another possible link to lower achievement. Full time maternal employment during high school is also associated with lower grades for both boys and girls. High expectations from parents have positive effects on adolescents performance. Parents high aspirations and high set standards, exert more effort on the part of children and their school achievement is higher. Parents dream about their childrens high career and tell about their hopes to children thus children also try to make those dreams come true. High aspirations may be important for adolescents of low SES backgrounds parents who have high aspirations may provide a strong influence that enables them to supersede the disadvantages that they face. Neglectful and disengaged parenting style has most negative effects on grades, attitudes towards schools, and ability. High school dropouts report parental monitoring of their activities and less discussion with parents.

Peer Factors

Lack of friends or friends of dropouts have more school problems such as absences, lower grades and less positive attitude towards school. They are less popular and so are less interested to go to school (Extreme
et al., 1986). However, if dropout maintain contact with friends who have stayed in school, these friends can act as a motivating factor for returning to school (Mahan and Johnson, 1983). Although peer influence is considered an important factor in most adolescent behaviors, educational aspiration is one area where parents influence is more important than peer influence. Parents are more influential than peers on plans for future schooling, but peers are more influential than parents in the immediate daily aspects of education such as attitude towards school and effort on homework. However, positive support from parents may offset any negative influence of peers and on school performance, and supportive peers may similarly provide offsetting effects on negative parental influences.

School Factors

Effective teachers are those who like their students, are highly involved with students, encourage participative learning and have high expectations for their students (Edmonds, 1983, cited in Good and Weilstein, 1986, centre for the study of Social Policy, 1986, National Commission on Children, 1991). Periodically upgrading their training is more important than experience for effective teaching. School curriculum that is flexible and open to innovations is another feature of effective schools. Instruction that is structured to suit a variety of learning styles may prevent discouragement and dropping out. At risk students may require extra attention. Counselling services can help students close to dropping out and suggest alternatives to improve the situation. At the time of transition of adolescence, students face another stress of high school, i.e. students face both biological and social changes simultaneously which can lead to academic problems. Transfer and residential mobility causes the changing of school and thus losing interest
in schooling and adjustment. Uninvolved parents prevents relations between schools and families. Parents who actively participate in classroom visits, tutoring, textbook evaluations, and staff evaluations have a positive effect on students that “we care for you”! Improved communication between the school and family keeps parents informed about how to help their children succeed.

Community Factors

The general socioeconomic level in a community appears to be related to school success. Since adolescence is a vulnerable group any antisocial activity quickly influences the adolescents growing minds. If people of different family employment reside together than adolescents will try to copy the persons doing shop keeping and get disinterested in educations. Adolescents residing in a community of medical doctors or students will get motivated to work hard and achieve a good career (Steinberg, 1988).

1.5 SIGNIFICANCE OF THE STUDY

Adolescence is the period of rapid growth. It is a period of transition when the past will effect the present as well as the future. Family is the basic environment which prepares the young children for future responsibilities, and parental attitude is the key which makes environmental conditions favourable or unfavourable for proper development of a young child. Parents are in a rush to provide all the monetary facilities to children in order to achieve high performances in academics, neglecting the fact that the parental guidance is equally important for overall development of a young child. Present day world where competitive struggle starts right from kindergarten, the youth is in
quest of attaining desired be-fitting career. Pressure is on peak at high school age. Adolescents are confused due to physiological and psychological changes and over burdened due to contemporary challenges of modern-hi-tech era which is a highlighted problem and few studies have been carried out in this aspect of development in our country. The Carnegie Council on Adolescent Development (1989) estimated that about one-quarter of the adolescent population is at risk of academic failure and other problem behaviours with another quarter considered moderately at risk. School failure and the almost inevitable un-employment or under-employment that follow are among the most serious of these problems. The cost to society and to individual are high. Those who stay in school can avoid the risk. One added year of schooling means a 35% reduction in the chances of receiving welfare payments as an adult. School failure is thus a real problem. As such it has attracted the attention of researchers in psychology, sociology and education. They have identified numerous factors that are associated with academic success or failure. These range from individual aspects of learning such as behaviour problems or cognitive deficiencies to family factors such as parenting techniques to social issues as poverty and cultural differences.

Since adolescence is the most highlighted age group of today they are thought to be troublesome and problematic age group. Parents are baffled by the unexpected changes in their behaviours and yet unable to deal with them. So there is a need to focus on this topic so as to help the society in future and to create a better understanding of the issue.

The present study is an attempt to study the possible impact of certain factors such as family climate or family environment which covers socioeconomic status of family, family size, number of children in the family, ordinal position, income group, family types, joint, nuclear,
family forms such as single parent, step families etc. Another variable is parental encouragement i.e. parental attitudes, education, involvement, dominating or submissive and parent-child relations. Finally what is the impact of both the variables on the performance of adolescents in academic or education affecting their academic achievement. Here material resources such as TV, internet, media etc. are also discussed on account of parent child connectedness. The age group concerned is 14-17 years which is very crucial age and full of behavioural complexities.

Parents or caregivers can build up positive relations with the adolescent, their problems, their development, their mindset and create such conducive environment which can help the adolescent to perform well scholastically as well as behaviorally. It is the demand of today that our youth i.e. the future of our country performs their best and meet the growing standards internationally. Through this study a lot of NGO’s such as SOS can create betterment plan in the field of adolescents who are in fostered care. Through this study schools can arrange for counseling of parents whose children are low achievers or are going through behavioral problems. The general parent community through this study can correct themselves right from the grassroot level i.e. husband and wife can avoid conflicts and arguments within the premises of the family then only they can better handle the job of parenting with a positive and healthy approach and can guide their children in more polished atmosphere. Nevertheless, this is a very broad topic and cannot be covered in one step. So, further study can be undertaken in this field since very less studies have been undertaken on this agenda in India.
OBJECTIVES KEPT IN MIND ARE:

1. To study the impact of family climate on academic achievement among adolescents.

2. To study the impact of parental encouragement on academic achievement among adolescents.

3. To study the relationship between family climate and parental encouragement among adolescent.

4. To explore the difference in parental encouragement, family climate and academic achievement among adolescent boys and girls.

HYPOTHESIS

It was assumed that:

1. There exists no significant impact of family climate on academic achievement among adolescents.

2. There exists no significant impact of parental encouragement on academic achievement among adolescents.

3. There exists no significant relationship between parental encouragement and family climate among adolescents.

4. There exists no significant difference in the parental encouragement, family climate and academic achievement among adolescent boys and girls.
REVIEW OF LITERATURE